Lesson Title: Library Mapping

Subject Area: Library Media Science

Grade Level: 4

**Learning Objectives:**

In this lesson, students will the use of the Internet and a graphic organizer application, to compare our school library and a virtual library (e.g. [Library of Congress](http://www.loc.gov), [Chicago Public Library](http://www.chicagopubliclibrary.org), and select library) to identify their most important features. Students will use their observations to a map of the school library that can be used as a guide for others.

**Computer Functions:**

1. In this lesson, students will use a Venn diagram to

* Create a written comparison
* Write features of each library in graphic organizer
* Insert text, graphics symbols, images,
* Arrange components to create a final product

2. Student will use the Internet to conduct virtual library tours

**Specify Problem**

There are different types of libraries that are used by people. If you were to describe our school library, what would you say? What is the purpose of our library? What can you find in our library? What other libraries are found in our community? You have been given the task of visiting another library and comparing it with your school library.

**Research and Analysis**

* The students will use keyword searches to locate virtual tours of school and/or public libraries
* The students will identify the prominent features of the libraries and their functions
* The students will create a map that illustrates the layout of the libraries, their features, and their functions

**Results Presentation**

Each student is required to create a map of the school library that includes entrance door, labeled sections and other library features.

**Planning Computer Activities**

**Before Computer Use**

* Teacher introduces the problem and guides the class through beginning problem-solving steps
* Students tour their library and Internet to select a virtual library
* Students note features of our library and virtual library

**~**Students plan computer tasks:

* List features of our library and virtual library
* Sketch a simple layout of library

**During Computer Use**

Students engage in the following tasks:

* Conduct an Internet search for virtual library

~Take tour of select library

* Create a Venn diagram

~Use information acquired in tour of our library and virtual library to be included in Venn diagram

* Create a map of our library with specific features

**After Computer Use**

Answer the following Think Sheet questions:

1. What are some of the features of our school library? (E.g. books, tables, computers, entrance, comfort, and so on arrangement).
2. Do I know where the fiction or graphic novels located?
3. Is the entrance on the west side or east side of the building?
4. What do the virtual library have that our school library does not?
5. Is the virtual library a public or school library?
6. Does it make a difference?
7. What is the virtual library located?
8. What features did I prefer at our library and the virtual library?

**Supporting Activities**

* Students visit their select library with their parents
* Students talk to a librarian at their select library

**Assessment**

Rubric designed to assess final product, as:

* Content

Creative representation of school library with major features mapped.

* Graphic Organizer

Use of Venn diagram demonstrated in comparing our library with virtual library

**Lesson Title**: What’s Web

**Subject Area:** Library, Language Arts

**Grade Level:** 6

**Learning Objectives:**

Students look critically at a website and evaluate it for the following: Authority, Objectivity, Accuracy of Content, Currency and Coverage. Students will, also, determine the purpose of the website.

**Computer Functions:**

1. In this lesson, students will use a graphic organizer to

* Create a written document
* Evaluate information found in selected sources

1. They will use the Internet to locate websites
2. The will use word processing to document research and evaluative results

**Specify Problem**

Students use the library to conduct research for a variety of subjects, and websites are students most sought after resource. The 6th grade language arts teacher finds this to be a problem, and wonders if students really understand that websites aren’t always reliable. The library teacher has decided that students will be taught a lesson on web evaluation in preparation for the language arts teacher research project.

**Research and Analysis**

* The students will use Hotlist of website to review and evaluate using evaluation sheet.
* The students will choose the better of two websites based on the evaluation sheet.
* The student will create a master of list of website (new Hotlist) from the evaluation graphic organizer to share with other students.

**Results Presentation**

Each student is required to complete an website evaluation sheet, and defend their reasoning for their select “best” website. Students will compile their top website results to create a master Hotlist of websites for posting.

**Planning Computer Activities**

**Before Computer Activities**

* The librarian guide students in an open discussion regarding “good and bad” websites.
* Student view Evaluating Internet Resources PPT presentation.
* Teacher instructs students on website evaluation chart and checklist.
* Teacher distributes Hotlist websites for students to evaluate

**During Computer Use**

* Evaluation sheet and checklist

~Use information in Before Computer Use to gather information to be added to evaluation sheet; use checklist to guide evaluation.

* Compile a minimum of three websites evaluated and prepare to defend your websites evaluation.

**After Computer Use**

Answer the following Think Sheet questions:

1. Did I fill out the evaluation sheet correctly?
2. Did I choose the same websites as the rest of the class?
3. Did I choose the same website as the librarian?
4. Did I recognize the library online resources and online encyclopedia as more reliable source?
5. Where can I find the best sources of information for my research project?

**Supporting Activities**

* Students watch a PPT to support their understanding of websites validity.
* Students will use Interactive Sources URL: <http://www.kn.att.com/wired/fil/pages/listdrmartmr1.html>

**Assessment**

Complete and submit evaluation sheet to be added to master Hotlist for student use.

**Content**

* Evaluate of information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.
* Recognize that resources are crated for a variety of purposes.
* Develop directions for future investigations.

**Graphic Organizer**

* Outline support of overall purpose
* Responded to questions related to website.
* Detailed noting of information related to website.
* Accurately completed evaluation sheets categories.

**Lesson Title:** PowerPoint Slide

**Subject Area:** Library Media Science/Language Arts

**Grade Level:** 2

**Learning Objectives:**

Using animal fact cards, chart paper, Internet and PowerPoint application, the students will create a product that details information about a select animal (e.g. name of animal, habitat, food, characteristics, and size).

**Computer Functions:**

1. In this lesson, students will use chart paper to

* create a list of facts
* search for images
* insert text, graphics
* compile components to create a two slide presentation

1. They will use the Internet to locate images and PPT for final product.

**Specify Problem**

Today we will create a Safari of exotic animals that may become extinct. You will select your animal from the deck of cards, and read the information about the animal. Your job is to find an image or photo of the Internet to add to your facts and to your PPT.

**Research and Analysis**

* Students will be provided with a website to download image from. <http://www.oregonzoo.org/Cards/cardindex.htm>
* Students will copy information from their fact cards as they want it to appear on their PPT
* Students will use images and information from chart detailing facts about select animal.

**Results Presentation**

Each student is required to create three slide presentation of their animal; which includes their title page, image and a minimum of four facts about their animal.

**Planning Computer Activities**

**Before Computer Use**

* Introduces the problem and guides the class through the beginning problem-solving steps.
* Students review animal fact cards and observe projection of website by teacher.
* Students copy facts from their fact cards on chart paper.

**During Computer Use**

Students engage in the following tasks:

* Navigate to <http://www.oregonzoo.org/Cards/cardindex.htm>
* Download image of select animal.
* Create a PPT slide with title and name on first slide; and type facts and upload image on reminder two slides. (Select font, color, and save files).

**After Computer Use**

Answer the following Think Sheet questions:

1. Do I have the most important facts about my animal?

2. Is the animal on my fact card the same as the animal from the website?

3. Did I misspell any words on my slides?

4. Can I “high 5” myself on a good job?

**Supporting Activities**

* Student may request to look for different of their animal if website image is not appropriate.
* Student may view teacher’s model for guidance.

**Assessment**

Students will be assessed on their completed PPT presentation with the use of a rubric.

**Content**

* Use PPT and chart to organize and communicate ideas.

**Graphic Organizer**

* Transfer information from fact card accurately
* Appropriate use of graphic features, such as font, background color and image(s)
* Layout support of overall purpose